

# LOUISIANA COMMUNITY AND TECHNICAL COLLEGES

## BUDGET SUMMARY

	ACTUAL 1999 - 2000	ACT 11 2000 - 2001	EXISTING 2000 - 2001	CONTINUATION 2001 - 2002	RECOMMENDED 2001 - 2002	RECOMMENDED OVER/(UNDER) EXISTING
MEANS OF FINANCING:						
STATE GENERAL FUND (Direct)	\$125,428,026	\$123,597,583	\$124,722,375	\$132,296,223	\$125,024,854	\$302,479
STATE GENERAL FUND BY:						
Interagency Transfers	3,627,949	13,236,443	13,236,443	13,236,443	13,236,443	0
Fees & Self-gen. Revenues	23,124,838	27,015,320	30,731,320	30,746,463	31,710,031	978,711
Statutory Dedications	11,516,676	19,518,882	21,318,882	21,318,882	21,318,882	0
Interim Emergency Board	0	0	0	0	0	0
FEDERAL FUNDS	42,503,398	42,808,368	42,808,368	42,808,368	44,513,068	1,704,700
<b>TOTAL MEANS OF FINANCING</b>	<b>\$206,200,887</b>	<b>\$226,176,596</b>	<b>\$232,817,388</b>	<b>\$240,406,379</b>	<b>\$235,803,278</b>	<b>\$2,985,890</b>
EXPENDITURES & REQUEST:						
Salaries	\$96,875,623	\$96,635,022	\$98,756,914	\$101,796,808	\$98,751,497	(\$5,417)
Other Compensation	3,382,257	3,402,454	3,740,078	3,886,924	3,740,078	0
Related Benefits	19,966,496	19,859,059	20,323,460	20,972,491	20,322,634	(826)
Travel	860,056	960,337	1,349,799	1,379,084	1,349,799	0
Operating Services	15,822,462	15,908,851	17,189,229	18,398,532	17,421,201	231,972
Supplies	5,386,966	7,398,424	7,859,044	8,088,224	7,859,044	0
Professional Services	1,305,858	1,339,006	1,306,684	1,330,086	1,306,684	0
Other Charges	56,269,349	76,366,040	77,114,159	79,125,413	79,926,961	2,812,802
Interagency Transfers	28,324	754,359	748,450	768,126	790,809	42,359
Acquisitions	6,303,496	2,975,202	3,851,729	4,068,898	3,756,729	(95,000)
Major Repairs	0	577,842	577,842	591,793	577,842	0
<b>TOTAL EXPENDITURES AND REQUEST</b>	<b>\$206,200,887</b>	<b>\$226,176,596</b>	<b>\$232,817,388</b>	<b>\$240,406,379</b>	<b>\$235,803,278</b>	<b>\$2,985,890</b>
AUTHORIZED FULL-TIME EQUIVALENTS: Classified	2	1	1	1	2	1
Unclassified	38	34	34	34	33	(1)
<b>TOTAL</b>	<b>40</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>0</b>

**BUDGET SUMMARY BY MEANS OF FINANCING**

	STATE GENERAL FUND BY:									
	STATE GENERAL FUND (Direct)		Interagency Transfers		Fees and Self Generated		Statutory Dedications		Interim Emergency Board	
	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001
LCTCS Board of Supervisors	\$2,448,119	\$102,786	\$120,000	\$0	\$0	\$0	\$0	\$0	\$0	\$
Baton Rouge Community College	\$6,722,230	\$37,460	\$0	\$0	\$3,285,603	\$967,407	\$0	\$0	\$0	\$
Delgado Community College	\$23,580,655	\$134,725	\$0	\$0	\$20,040,504	\$3,243	\$0	\$0	\$0	\$
Nunez Community College	\$3,984,155	\$9,631	\$0	\$0	\$2,241,201	\$2,878	\$0	\$0	\$0	\$
Bossier Parish Community College	\$9,973,069	(\$907)	\$0	\$0	\$4,928,285	\$5,160	\$0	\$0	\$0	\$
South Louisiana Community College	\$1,714,891	(\$10,903)	\$0	\$0	\$735,758	\$23	\$0	\$0	\$0	\$
River Parishes Community College	\$1,386,984	\$4,621	\$0	\$0	\$341,180	\$0	\$0	\$0	\$0	\$
Louisiana Technical College	\$75,214,751	\$25,066	\$13,116,443	\$0	\$137,500	\$0	\$21,318,882	\$0	\$0	\$
<b>Total</b>	<b>\$125,024,854</b>	<b>\$302,479</b>	<b>\$13,236,443</b>	<b>\$0</b>	<b>\$31,710,031</b>	<b>\$978,711</b>	<b>\$21,318,882</b>	<b>\$0</b>	<b>\$0</b>	<b>\$</b>

	Federal Funds		Total Means of Financing	
	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001	Recommend 2001-2002	Inc/Dec Over EOB 2000-2001
LCTCS Board of Supervisors	\$24,026,819	\$4,700	\$26,594,938	\$107,486
Baton Rouge Community College	\$0	\$0	\$10,007,833	\$1,004,867
Delgado Community College	\$0	\$0	\$43,621,159	\$137,968
Nunez Community College	\$0	\$0	\$6,225,356	\$12,509
Bossier Parish Community College	\$0	\$0	\$14,901,354	\$4,253
South Louisiana Community College	\$0	\$0	\$2,450,649	(\$10,880)
River Parishes Community College	\$0	\$0	\$1,728,164	\$4,621
Louisiana Technical College	\$20,486,249	\$1,700,000	\$130,273,825	\$1,725,066
<b>Total</b>	<b>\$44,513,068</b>	<b>\$1,704,700</b>	<b>\$235,803,278</b>	<b>\$2,985,890</b>

This agency's recommended appropriation does not include any funds for short-term debt.

In addition to the above recommended appropriation, \$4,145,200 will be paid in Fiscal Year 2001-2002 for long-term debt incurred on behalf of this agency from the previous sale of bonds. Total long-term debt service payments for the state for Fiscal Year 2001-2002 are reflected in the Governor's Executive Budget Supporting Document in Non-Appropriated Requirements, Schedule 22-922.

**Louisiana Community and Technical College System**

This agency's recommended appropriation also includes the following amount by means of financing for payments on the unfunded accrued liability of the Louisiana State Employees' Retirement System and the Teachers' Retirement System in accordance with the provisions of Article X, Section 29 of the Constitution of Louisiana:

State General Fund (Direct)	\$5,028,527
State General Fund by:	
Interagency Transfers	\$1,130
Fees & Self-gen Revenues	1,146,140
Statutory Dedications	67,566
Federal Funds	<u>39,351</u>
Total	\$6,282,714

	ACTUAL 1999-2000	ACT 11 2000 - 2001	EXISTING 2000 - 2001	CONTINUATION 2001 - 2002	RECOMMENDED 2001 - 2002	RECOMMENDED OVER/(UNDER) EXISTING
Vocational Technical Enterprise Fund	<u>\$11,516,676</u>	<u>\$19,518,882</u>	<u>\$21,318,882</u>	<u>\$21,318,882</u>	<u>\$21,318,882</u>	<u>\$</u>

## ANALYSIS OF RECOMMENDATION

GENERAL FUND	TOTAL	T.O.	DESCRIPTION
<b>\$123,597,583</b>	<b>\$226,176,596</b>	<b>35</b>	<b>ACT 11 FISCAL YEAR 2000-2001</b>
			<b>BA-7 TRANSACTIONS:</b>
\$1,124,792	\$1,124,792	0	Higher Education Operational Pool Allocation from the Board of Regents
\$0	\$5,516,000	0	Tuition rate increase as per ACT 150 of the 2nd Extraordinary Session of 2000
<b>\$124,722,375</b>	<b>\$232,817,388</b>	<b>35</b>	<b>EXISTING OPERATING BUDGET – December 15, 2000</b>
\$1,236	\$1,236	0	Annualization of FY 2000-2001 Classified State Employees Merit Increase
\$1,471	\$1,471	0	Classified State Employees Merit Increases for FY 2001 -2002
\$220,524	\$231,972	0	Risk Management Adjustment
\$0	\$25,000	0	Acquisitions & Major Repairs
\$0	(\$25,000)	0	Non-Recurring Acquisitions & Major Repairs
\$154,051	\$154,051	0	Legislative Auditor Fees
\$21,832	\$26,532	0	Rent in State-Owned Buildings
\$14,968	\$14,968	0	UPS Fees
\$25,658	\$25,658	0	Salary Base Adjustment
(\$34,608)	(\$34,608)	0	Attrition Adjustment
(\$7,653)	(\$7,653)	0	Civil Service Fees
(\$95,000)	(\$95,000)	0	One time ISIS HR Project funding
\$0	\$1,700,000	0	Increase Federal Funds due to 13.64% increase to Pell Grant Award amount per eligible student
\$0	\$967,263	0	Increase to Self-generated Revenues at BRCC because of an increase in the tuition rate
<b>\$125,024,854</b>	<b>\$235,803,278</b>	<b>35</b>	<b>TOTAL RECOMMENDED</b>
<b>\$0</b>	<b>\$0</b>	<b>0</b>	<b>LESS GOVERNOR'S SUPPLEMENTARY RECOMMENDATIONS</b>
<b>\$125,024,854</b>	<b>\$235,803,278</b>	<b>35</b>	<b>BASE EXECUTIVE BUDGET FISCAL YEAR 2001-2002</b>
			SUPPLEMENTARY RECOMMENDATIONS CONTINGENT ON NEW REVENUE:
\$0	\$0	0	None
<b>\$0</b>	<b>\$0</b>	<b>0</b>	<b>TOTAL SUPPLEMENTARY RECOMMENDATIONS CONTINGENT ON NEW REVENUE</b>
<b>\$125,024,854</b>	<b>\$235,803,278</b>	<b>35</b>	<b>GRAND TOTAL RECOMMENDED</b>

## PROFESSIONAL SERVICES

\$40,000	Contract for Management Consulting for LCTCS Board of Supervisors
\$40,000	Contract for Legal Services for LCTCS Board of Supervisors
\$50,000	Contracts for other Professional Services for LCTCS Board of Supervisors
\$1,176,684	Funding for Professional Services for the Formula Institutions in the Louisiana Community and Technical College System
<b>\$1,306,684</b>	<b>TOTAL PROFESSIONAL SERVICES</b>

## OTHER CHARGES

\$30,575,122	Carl Perkins Federal Funds, including Secondary and Post Secondary funds - LCTCS Board of Supervisors
\$13,240,000	Pell Grant - Louisiana Technical College
\$120,000	Distance Learning Sites - LCTCS Board of Supervisors
\$35,991,839	Funding for Other Charges for the Formula Institutions in the Louisiana Community and Technical College System
<b>\$79,926,961</b>	<b>SUB-TOTAL OTHER CHARGES</b>

### Interagency Transfers:

\$50,818	Civil Service
\$71,516	Uniform Payroll Services - LCTCS Board of Supervisors, South Louisiana Community College, River Parishes Community College, Louisiana Technical College
\$668,475	Funding for Interagency Transfers for the Formula Institutions in the Louisiana Community and Technical College System
<b>\$790,809</b>	<b>SUB-TOTAL INTERAGENCY TRANSFERS</b>

<b>\$80,717,770</b>	<b>TOTAL OTHER CHARGES</b>
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## ACQUISITIONS AND MAJOR REPAIRS

\$25,000	Computers and office items for the LCTCS Board of Supervisors
\$4,309,571	Funding for Acquisitions and Major Repairs for the Formula Institutions in the Louisiana Community and Technical College System
<b>\$4,334,571</b>	<b>TOTAL ACQUISITIONS AND MAJOR REPAIRS</b>

# 19-649 LOUISIANA COMMUNITY AND TECHNICAL COLLEGE BOARD OF SUPERVISORS

Program Authorization: Constitution of 1974, Article 8, Sections 6 and 11; Acts 151 and 170 of 1998

## PROGRAM DESCRIPTION

**Role, Scope, and Mission Statement:** The mission of the Board of Supervisors for the Louisiana Community and Technical College System (LCTCS) is to prepare Louisiana's citizens for workforce success, prosperity, continued learning and improved quality of life.

The goal of the Board of Supervisors of the Louisiana Community and Technical College System is to provide effective and efficient management of the colleges within the System through policy making and oversight to educate and prepare Louisiana citizens for workforce success, prosperity and improved quality of life.

## OBJECTIVES AND PERFORMANCE INDICATORS

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To establish and adopt strategic plans for the LCTCS Board and at least 2 LCTCS institutions

**Strategic Link:** This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

*Louisiana: Vision 2020* Link: Objective 1.8

**Children's Cabinet Link:** This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

**Other Link(s):** Not applicable

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage completion of strategic plans for the LCTCS Board and 2 institutions	Not applicable <sup>1</sup>	0	100%	100%	100%	100%
K	Number of strategic plans adopted by the LCTCS Board and institutions	Not applicable <sup>1</sup>	0	2	2	2	2

<sup>1</sup> This performance indicator did not appear in Act 10 of 1999; therefore it has no performance standard for FY 1999-2000.

2. (KEY) Establish effective and efficient financial management policies and procedures resulting in a 5% decrease in audit findings and exceptions for LCTCS institutions.

Strategic Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Louisiana: Vision 2020 Link: Objective 1.8

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Other Link(s): Not applicable

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND	ACTUAL	ACT 11	EXISTING	AT	AT
		PERFORMANCE	YEAREND	PERFORMANCE	PERFORMANCE	CONTINUATION	RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Number of audit findings/exceptions for LCTCS institutions	Not applicable <sup>1</sup>	4	0	0	0	0
K	Percentage decrease in the number of audit findings/exceptions	Not applicable <sup>1</sup>	Not applicable	5%	5%	5%	5%

<sup>1</sup> This performance indicator did not appear in Act 10 of 1999; therefore it has no performance standard for FY 1999-2000.



3.(KEY) Review at least 3 sets of current policies and develop for each a new and appropriate state policy.

Strategic Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Louisiana: Vision 2020 Link: Objective 1.8

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Other Link(s): Not applicable

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of policies reviewed	Not applicable <sup>1</sup>	Not applicable	3	3	3	3
K	Number of revised policies developed	Not applicable <sup>1</sup>	Not applicable	3	3	3	3

<sup>1</sup> This performance indicator did not appear in Act 10 of 1999; therefore it has no performance standard for FY 1999-2000.

4. (KEY) To ensure that Carl D. Perkins funds are expended according to federal law and that there is a 2% reduction in the number of technical college campuses with carry over funds.

Strategic Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Louisiana: Vision 2020 Link: Objective 1.8

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Other Link(s): Not applicable

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Percentage reduction in the number of campuses with carry over funds	40	35 <sup>1</sup>	39	39	33	33
K	Total number of campuses with carry over funds	4.8%	16.7% <sup>1</sup>	2.0%	2.0%	2.0%	2.0%

<sup>1</sup> The agency notes in LaPas, "The performance standard was set by the Dept. of Ed. prior to transferring this indicator to the LCTCS Board. It may have been set too low. Without Perkins trend data available at the board, it cannot be determined how this compares to the previous (year)".

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI).

GENERAL PERFORMANCE INFORMATION: LOUISIANA COMMUNITY AND TECHNICAL COLLEGE SYSTEM BOARD OF SUPERVISORS					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
Systemwide Student Headcount Enrollment *	16,314	16,218	19,249	21,827	21,934
Percentage that are Louisiana Residents	97.6	97.2	97.4	97.8	98
Systemwide Degrees/awards conferred	1,232	1,457	1,498	1,579	Not available <sup>1</sup>
Percentage that are Louisiana Residents	97.8	98.4	98.2	98.2	Not available <sup>1</sup>
Systemwide graduates (Associate's degree)	1,055	1,269	1,300	1,343	Not available <sup>1</sup>
Percentage that are Louisiana Residents	97.7	98.6	98.2	98	Not available <sup>1</sup>
Systemwide graduates (Nursing)	188	202	205	169	Not available <sup>1</sup>
Percentage that are Louisiana Residents	100	100	100	100	Not available <sup>1</sup>
Systemwide TOPS recipients	Not applicable <sup>2</sup>	Not applicable <sup>2</sup>	312	333	385
Systemwide Distance Learning Courses	Not available <sup>3</sup>	Not available <sup>3</sup>	Not available <sup>3</sup>	31	51

\* These numbers do not include Louisiana Technical College.

<sup>1</sup> Data available June 30, 2001.

<sup>2</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.

<sup>3</sup> 'Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not applicable".

# **BATON ROUGE COMMUNITY COLLEGE**

Program Authorization: R.S. 17:3222

## **PROGRAM DESCRIPTION**

**Role, Scope, and Mission Statement:** The Baton Rouge Community College (BRCC) is an open admission, two-year post secondary public institution. The mission of the Baton Rouge Community College includes the offering of the highest quality collegiate and career education through comprehensive curricula allowing for transfer to four-year colleges and universities, community education programs and services, life-long learning, and distance learning programs. This variety of offerings will prepare students to enter the job market, to enhance personal and professional growth, or to change occupations through training and retraining. The curricular offerings shall include courses and programs leading to transfer credits and to certificates, diplomas, and associate degrees. All offerings are designed to be accessible, affordable, and of high educational quality. Due to its location, the Baton Rouge Community College is particularly suited to serve the special needs of area business and industries and the local, state, and federal governmental complex.

The goals of the Baton Rouge Community College are:

1. To enhance and develop programs and services to prepare students for employment, transfer to four-year colleges/universities and upgrade occupational skills.
2. To provide access to college education for students not traditionally served by higher education because of proximity, cost, preparation, appropriate programs, disability, or motivation.
3. To utilize computers, compressed video and other emerging technologies to enhance teaching and learning.
4. To develop partnerships with local business, community service agencies, governmental agencies, and civic organizations to improve and strengthen teaching and learning in the Baton Rouge metropolitan area.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To complete 100% of the requirements to apply for Southern Association of Colleges and Schools (SACS) accreditation candidacy.

Strategic Link: *Enhance and develop programs and services to prepare students for employment, transfer to four-year colleges/universities and upgrade occupational skills.*

Louisiana: Vision 2020 Link: Goal 1, Objective 1.8

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life. The Board of Regents Master Plan Draft Goal II, Objective II

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Percentage of accreditation requirements complete for SACS accreditation candidacy	Not applicable <sup>1</sup>	Not applicable	Not applicable	Not applicable <sup>1</sup>	100%	100%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

2. (KEY) To develop and maintain articulation agreements with all public postsecondary institutions in the general education core courses.

Strategic Link: *Enhance and develop programs and services to prepare students for employment, transfer to four-year colleges/universities and upgrade occupational skills.*

Louisiana: Vision 2020 Link: Goal 1, Objective 1.5

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life. The Board of Regents Master Plan Draft Goal I, Objective I and LCTCS Goal 2, Objective 2.3

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of universities with articulation agreements with BRCC	Not applicable <sup>1</sup>	3	5	5	5	5
K	Percentage of BRCC's general education core courses which are transferable	Not applicable <sup>1</sup>	90%	90%	90%	95%	95%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

3. (KEY) To have 80% of students exiting developmental education courses and successfully completing entry level courses.

Strategic Link: *To provide access to college education for students not traditionally served by higher education because of proximity, cost, preparation, appropriate programs disability, or motivation.*

Louisiana: Vision 2020 Link: Goal 1, Objective 1.1, 1.5, 1.6, 1.7

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life. The Board of Regents Master Plan Draft Goal III, Objective III and LCTCS Goal 1

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of students taking developmental education courses	Not applicable <sup>1</sup>	721	793	793	750	750
K	Percentage of students exiting developmental education courses and successfully completing entry level courses	Not applicable <sup>1</sup>	72%	75%	75%	80%	80%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standards for FY 1999-2000.

4. (KEY) To offer at least 8 courses sections via compressed video or the web.

Strategic Link: *To use computers, compressed video or the web in any subject.*

Louisiana: Vision 2020 Link: Goal 1, Objective 1.1, 1.5, 1.6, 1.7

Other Link(s): The Board of Regents Master Plan Draft Goal I, Objective I, Goal III and LCTCS Goal 1 Objective 1.3; Goal 3, Objective 3.4

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND	ACTUAL	ACT 11	EXISTING	AT	AT
		PERFORMANCE	YEAREND	PERFORMANCE	PERFORMANCE	CONTINUATION	RECOMMENDED
		STANDARD FY 1999-2000	PERFORMANCE FY 1999-2000	STANDARD FY 2000-2001	STANDARD FY 2000-2001	BUDGET LEVEL FY 2001-2002	BUDGET LEVEL FY 2001-2002
K	Number of course sections offered via compressed video or the web	Not applicable <sup>1</sup>	6	Not applicable <sup>1</sup>	Not applicable	8	8

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.



5. (KEY) To use the Workforce Career Center (WCC) to facilitate job placement for FY 2001 -2002 students and graduates.

Strategic Link: *To develop partnerships with local business, community service agencies, governmental agencies, and civic organizations to improve and strengthen teaching and learning in the Baton Rouge Metropolitan area.*

Louisiana: Vision 2020 Link: Goal 2, Objective 2.14, Goal 3, Objective 3.2

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life. LCTCS Goal 2, Objective 2.1

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of graduates	Not applicable <sup>1</sup>	20	20	20 <sup>2</sup>	100	100
K	Percentage of graduates placed in permanent jobs by WCC	Not applicable <sup>1</sup>	24%	55%	55% <sup>3</sup>	40%	40%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

<sup>2</sup> Although the performance standard is 20, the agency reports 80 is the number of graduates projected for FY 2000-2001.

<sup>3</sup> Although the performance standard is 55%, the agency reports 30% is the percentage of graduates placed in permanent jobs by WCC projected for FY 2000-2001.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: BATON ROUGE COMMUNITY COLLEGE				
PERFORMANCE INDICATOR		ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category	<sup>1</sup>	Not applicable	Two Year I	Not available <sup>1</sup>
Admissions Criteria	<sup>2</sup>	No	No	No
Student headcount	<sup>3</sup>	1,866	2,417	2,577
Student full time equivalent (FTE)	<sup>4</sup>	1,268	1,667	Not available <sup>1</sup>
Degrees/award conferred	<sup>5</sup>	Not applicable <sup>ii</sup>	20	Not available <sup>1</sup>
State dollars per FTE	<sup>6</sup>	Not applicable <sup>ii</sup>	\$3,504	Not available <sup>1</sup>
Percentage of SREB benchmark	<sup>7</sup>	Not applicable <sup>ii</sup>	84.8	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident)	<sup>8a</sup>	1,056	1,056	1,176
Percentage of SREB benchmark (resident)	<sup>8b</sup>	92.6	91.1	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident)	<sup>9a</sup>	3,624	3,624	3,744
Percentage of SREB benchmark (nonresident)	<sup>9b</sup>	80.1	80.8	Not available <sup>1</sup>
Mean ACT score	<sup>10</sup>	Not applicable <sup>ii</sup>	17.6	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level)	<sup>11</sup>	Not applicable <sup>ii</sup>	37.3	37.3
Retention of first-time freshman from previous fall (Public post-secondary system level)	<sup>12</sup>	Not applicable <sup>ii</sup>	44.5	52.5
Program Accreditation Rate	<sup>13</sup>	Not applicable <sup>ii</sup>	0	0
Three/six-year graduation rate	<sup>14</sup>	Not applicable <sup>ii</sup>	Not available	Not available <sup>1</sup>
Ten-year graduation rate	<sup>15</sup>	Not applicable <sup>ii</sup>	Not applicable	Not available <sup>1</sup>
Number of distance learning courses	<sup>16</sup>	Not available <sup>16</sup>	0	0
Number of TOPS recipients	<sup>17</sup>	51	36	51
ACT level of student satisfaction	<sup>18</sup>	Not applicable <sup>18</sup>	3.99	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00

8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00
13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **DELGADO COMMUNITY COLLEGE**

Program A: Constitution of 1974, Article 8, Sections 5-13 et seq.; R.S. 17

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: Delgado Community College will provide educational opportunities for all adults. Delgado Community College is dedicated to comprehensive, multi-campus, open-admissions, public higher education. It provides pre-baccalaureate programs, occupational and technical programs, developmental studies, and continuing education. Central to the college mission is a commitment to student learning and the integration of arts and sciences, career education and technology.

The goals of Delgado Community College are:

1. To offer a wide range of programs to serve the educational needs of Delgado's many constituencies.
2. To maintain sound policies and practices governing the allocation and use of human, physical and financial resources.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To have advisory committees composed of local business and industry leaders for 87% of all occupationally-specific programs.

Strategic Link: Objective I.1

Louisiana: Vision 2020 Link: Goal II, Objective 2.14: *To provide more flexible, adaptable, and innovative technicians for industry*

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Number of occupationally-specific programs with advisory committees	33	34	Not applicable <sup>1</sup>	36 <sup>1</sup>	39	39
K	Percentage of occupationally-specific programs with advisory committees	73%	75%	80%	80%	87%	87%

<sup>1</sup> This performance indicator did not appear under Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001. The value shown for existing performance standard is an estimate of yearend performance, not a performance standard.

2. (KEY) To review 45 of all Delgado's programs using the existing program review process.

Strategic Link: Goal 1, Objective 1.2

Louisiana: Vision 2020 Link: Goal II, Objective 2.14: *To produce more flexible, adaptable, and innovative technicians for industry*

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	STANDARD	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Number of programs reviewed	33	33	40	40	45	45
K	Percentage of programs reviewed	67%	67%	82%	82%	91%	91%



3. (KEY) To submit applications for accreditation for 4 eligible (not accredited) programs.

Strategic Link: Goal I, Objective I.3

Louisiana: Vision 2020 Link: Goal II, Objective 2.14: *To produce more flexible, and innovative technician for industry.*

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Applications submitted for accreditation of eligible programs	Not applicable <sup>1</sup>	Not applicable	4	4	4	4
S	Percentage of programs currently accredited	Not applicable <sup>2</sup>	52.0% <sup>3</sup>	Not applicable <sup>2</sup>	52.0%	56.0% <sup>4</sup>	56.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999, therefore it has no performance standard for FY 1999-2000.

<sup>2</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

<sup>3</sup> Following an 18 month review, BOR adopted mandatory/recommended disciplines for accreditation, therefore figures for FY 96 and FY 98 are not comparable to FY 00. The data was adjusted to reflect this policy, therefore it is inconsistent with previous reports written prior to the new policy.

<sup>4</sup> It is anticipated that another program will receive accreditation during this period.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: DELGADO COMMUNITY COLLEGE					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Two Year I	Two Year I	Two Year I	Two Year I	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	No
Student headcount <sup>3</sup>	14,112	14,111	13,364	13,131	12,784
Student full time equivalent (FTE) <sup>4</sup>	9,683	9,582	9,284	9,157	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	1,053	1,064	1,104	1,129	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,141	\$2,511	\$2,563	\$2,602	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	61.7	67.6	66.7	63.0	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	1,136	1,136	1,256	1,256	1,505
Percentage of SREB benchmark (resident) <sup>8b</sup>	107.2	103.3	110.2	108.4	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	2,876	3,256	3,816	4,236	4,486
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	73.4	83.6	84.3	94.5	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	16.3	16.3	15.9	16.2	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	51.1	55.1	49.3	50.6	46.3
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	58.2	59.5	56.3	55.2	50.1
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	51.6	65.2
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	3.8	2.7	2.7	Not available <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	19.7	24.4	23.0	19.6	Not available <sup>1</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	11	28
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	161	160	167
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.97	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas

may also be awarded.

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **NUNEZ COMMUNITY COLLEGE**

Program Authorization: Act 341 of 1992 and R.S. 17:821 and 822; 17:2050(C); 17:3217(11)

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: Nunez Community College will offer associate degrees and occupational certificates in keeping with the demands of the area it services. Curricula at Nunez focus on the development of the total person by offering a blend of occupational technologies with arts, sciences, and the humanities. In recognition of the diverse needs of the individuals we serve and of a democratic society, Nunez Community College will provide a comprehensive educational program that helps students cultivate values and skills in critical thinking, self-expression, communication, decision-making and problem solving, as well as prepare them for productive satisfying careers, and offer courses that transfer to senior institutions.

The goals of Nunez Community College are:

1. To better serve the citizens of the service area by providing more opportunities for college level education and career development.
2. To provide the necessary business functions to carry out the functions of the college.
3. To increase retention of students through a faculty-based academic advising program.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To increase the total number of participants in the developmental and college level general educational courses by 2%.

Strategic Link: Goal I, Objective I.1

Louisiana: Vision 2020 Link: Goal 1: Objective 1.1, 1.4, 1.5

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
K	Percentage change in the number of participants enrolled in the college developmental and general education course offerings over the 1995-1996 baseline year level	2%	3%	2%	2%	2%	2%
K	Total number of students enrolled in developmental learning courses	1,700	1,702	1,673	1,673	1,725	1,725



2.(KEY) To increase by 2% the total number of nontraditional and distance learning courses offered to already employed persons.

Strategic Link: Goal I, Objective I.2

Louisiana: Vision 2020 Link: Goal 1: Objective 1.1, 1.4, 1.5

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
S	Total number of continuing education courses offered by the college	Not applicable <sup>1</sup>	37	41	41	42	42
S	Total number of nontraditional and distance learning courses offered	7	8	8	8	8	8
K	Percentage increase in total number of nontraditional and distance learning courses offered over the previous year	Not applicable <sup>1</sup>	Not applicable	14%	14%	2%	2%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

3. (KEY) To increase the total number of non-credit curricular programs and distance learning courses by 2%.

Strategic Link: Goal I, Objective I.3

Louisiana: Vision 2020 Link: Goal 1: Objective 1.1, 1.4, 1.5

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	STANDARD	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Percentage increase in the total number of non-credit continuing education courses offered over the previous year	Not applicable <sup>1</sup>	Not applicable	3%	3%	2%	2%
S	Total number of non credit courses delivered	40	37	41	41	42	42
S	Total number of nontraditional and distance learning students enrolled	250	205 <sup>1</sup>	300	300	306	306

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

<sup>1</sup> The agency notes in LaPas, "The completion of the Electronic classroom facility was not until August 2000 which prevented any offerings."

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: NUNEZ COMMUNITY COLLEGE					
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Two Year I	Two Year I	Two Year I	Two Year I	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	No	No	No	No	No
Student headcount <sup>3</sup>	2,202	2,107	1,897	1,927	1,883
Student full time equivalent (FTE) <sup>4</sup>	1,345	1,469	1,320	1,338	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	179	184	154	179	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	\$2,551	\$2,695	\$2,982	\$3,019	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	73.5	72.5	77.7	73.1	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	976	1,110	1,110	1,110	1,360
Percentage of SREB benchmark (resident) <sup>8b</sup>	92.1	100.9	97.4	95.8	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	3,046	3,048	3,530	3,630	3,880
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	77.7	78.3	78.	81.0	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	17.8	17.4	17.3	17.4	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	38.3	49.5	47.5	41.3	47.2
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	45.0	57.6	54.1	45.7	52.4
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>		
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	Not applicable <sup>14</sup>	Not applicable <sup>14</sup>	3.4	Not applicable <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	Not applicable <sup>15</sup>	Not applicable <sup>15</sup>	Not applicable <sup>15</sup>	Not applicable <sup>15</sup>	Not available <sup>1</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	0	0
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	34	30	29
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	4.00	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **BOSSIER PARISH COMMUNITY COLLEGE**

Program Authorization: R.S. 17:3222

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: Bossier Parish Community College (BPCC) provides instruction and service to its community. This mission is accomplished through courses and programs that provide sound academic education, broad vocational and career training, continuing education, and varied community services. The college provides a wholesome, ethical and intellectually stimulating environment in which students develop their academic and vocational skills to compete in a technological society.

The goals of Bossier Parish Community College are:

1. To provide the opportunity to earn academic college credits for transfer to four year institutions of higher education learning.
2. To provide associate degree programs and one and two year occupational certificate programs.
3. To provide developmental studies and remedial programs.
4. To provide a comprehensive program of student services.
5. To provide an effective community education program of non-credit courses and community services.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).



1. (KEY) To enhance transferability of academic courses by 2% through updating existing articulation agreements with all higher education institutions in north Louisiana.

Strategic Link: Goal 1 - *To provide the opportunity to earn academic college credits for transfer to institutions of higher learning.*

Louisiana: Vision 2020 Link: Goal 1. The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of transferable courses	133	136	133	133	140	140
K	Percentage increase in the number of transferable academic courses over the previous year	2%	2%	2%	2%	2%	2%

2. (KEY) To provide remedial and/or enrichment opportunities to all students.

Strategic Link: Goal III. *To provide developmental studies and remedial programs that enable students to acquire basic skills.*

Louisiana: Vision 2020 Link: Goal 1. The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage increase in the number of instructional delivery sites via distance education	200%	300%	200%	200%	200%	200%
K	Number of instructional delivery sites	2	3	2	2	2	2
K	Number of student visits to the Learning Center	16,874	17,970	16,874	16,874	16,874	16,874
S	Percentage increase in the number of student visits to the Learning Center	10%	10%	10%	10%	10%	10%
S	Percentage increase in the number of trained tutors available in the Learning Center	10%	10%	10%	10%	10%	10%
S	Number of tutors available in the Learning Center	19	25	19	19	20	20

3. (KEY) To promote increased student participation in campus-based programs and community activities.

Strategic Link: *To provide learning resources and services which support the college's teaching and learning initiatives.*

Louisiana: *Vision 2020 Link:* Goal 1. The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage increase in library holdings most utilized	10%	10%	10%	10%	10%	10%
K	Total number of volumes in library	29,290	29,290	29,750	29,750	29,750	29,750
S	Number of computers available for use in library	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	45	45

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000, therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

4. (KEY) To expand collaboration with business and industry by developing seven (7) new programs and/or services which reflect training needs.

Strategic Link: *To provide student support services which meet academic, social and career development needs.*

Louisiana: Vision 2020 Link: The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Additional programs and/or services which reflect training and retraining needs	6	6	6	6	7	7
K	Number of new students enrolled in Community Education classes	Not applicable <sup>1</sup>	1,200	Not applicable <sup>1</sup>	1,500	1,750	1,750
K	Number of employees obtaining workforce training	43	50	43	43	100	100

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000, therefore it has no performance standards for FY 1999-2000 and FY 2000-2001.

5. (KEY) To improve the institutional effectiveness and efficiency of college operations.

Strategic Link: *To provide student support services which meet academic, social and career development needs.*

Louisiana: Vision 2020 Link: The Learning Enterprise.

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	College alumni surveys administered	220	256	250	250	500	500

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: BOSSIER PARISH COMMUNITY COLLEGE					
PERFORMANCE INDICATOR	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01	
SREB Category <sup>1</sup>	Two Year I	Two Year I	Two Year I	Not available <sup>1</sup>	
Admissions Criteria <sup>2</sup>	No	No	No	No	
Student headcount <sup>3</sup>	Not available	3,988	3,720	3,624	
Student full time equivalent (FTE) <sup>4</sup>	2,699	2,606	2,698	Not available <sup>1</sup>	
Degrees/award conferred <sup>5</sup>	Not available	240	251	Not available <sup>1</sup>	
State dollars per FTE <sup>6</sup>	Not applicable	\$3,787	\$3,325	Not available <sup>1</sup>	
Percentage of SREB benchmark <sup>7</sup>	Not applicable	98.6	80.5	Not available <sup>1</sup>	
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	1,120	1,120	1,120	1,176	
Percentage of SREB benchmark (resident) <sup>8b</sup>	101.8	98.2	96.6	Not available <sup>1</sup>	
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	3,260	3,260	3,260	3,744	
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	83.7	72.0	72.7	Not available <sup>1</sup>	
Mean ACT score <sup>10</sup>	17.2	17.2	17.7	Not available <sup>1</sup>	
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	Not applicable <sup>11</sup>	Not applicable <sup>11</sup>	53.9	44.7	
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	Not applicable <sup>12</sup>	Not applicable <sup>12</sup>	60.3	55.5	
Program Accreditation Rate <sup>13</sup>	Not available <sup>13</sup>	Not available <sup>13</sup>	66.7	85.7	
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	51.6	39.7	Not applicable <sup>1</sup>	
Ten-year graduation rate <sup>15</sup>	Not applicable <sup>15</sup>	Not applicable <sup>15</sup>	Not applicable <sup>15</sup>	Not applicable <sup>1</sup>	
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	20	23	
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	63	98	108	
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	4.24	Not applicable <sup>1</sup>	

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.

- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.



GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00

13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **SOUTH LOUISIANA COMMUNITY COLLEGE**

Program Authorization: Constitution of 1974, Article 8,

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: South Louisiana Community College (SLCC) provides multi-campus public educational programs that lead to: achievement of associate degrees of art, science, or applied science; transfer to four-year institutions; acquisition of the necessary career education and technical skills to participate successfully in the workplace and economy; promotion of economic development and job growth in south Louisiana; mastery of skills necessary for competence in industry specific to south Louisiana; completion of developmental or remedial educational requirements; cultural enrichment, lifelong learning and life skills.

The goals of the South Louisiana Community College are:

1. To provide a developmental education program to meet the basic skills needs of citizens in the SLCC delivery area.
2. To provide the support services to enable the institution to achieve its mission.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (KEY) To maintain a developmental education program to include reading, English and mathematics to prepare students for satisfactory progress in general education, certificate and associate degree programs.

Strategic Link: This operational objective represents the second phase of the original strategic objective 3.1 and replaces it.

Louisiana: Vision 2020 Link: This operational objective is supportive of Goal One, Objective 1,6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Explanatory Note: This objective was modified from a 5-year plan in the 2000-2001 year, from creation to maintenance of the developmental program.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE STANDARD	EXISTING PERFORMANCE STANDARD	AT CONTINUATION BUDGET LEVEL	AT RECOMMENDED BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Percentage of needy population served by developmental education programs	70%	90%	80%	80%	85%	85%
K	Percentage of completers performing successfully in the next higher level courses	Not applicable <sup>1</sup>	Not applicable	50%	50%	50%	50%

<sup>1</sup> The performance indicator did not appear under Act 10 of 1999, therefore it has no performance standard for FY 1999-200.

2. (KEY) To assess the effectiveness of student placement in developmental courses.

Strategic Link: This operational objective is linked to Goal 3 of the Strategic Plan for the year 2000-2001.

Louisiana: Vision 2020 Link: This operational objectives is supportive of Goal One, Objective 1.6.

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of enrolled students successfully completing developmental courses	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	55%	55%
S	Percentage of enrolled students indicating comfort with placement levels	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	70%	70%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY1999-2000 and FY 2000-2001.

3. (KEY) To assess the effectiveness of instructional strategies in developmental courses.

Strategic Link: This operational objective is linked to Goal 3 of the Strategic Plan for the year 2000-2001.

Louisiana: Vision 2020 Link: This operational objective is linked to Goal 3 of the Strategic Plan for the year 2000-2001.

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage of completers performing successfully in the next higher level courses	Not applicable <sup>1</sup>	Not applicable	50%	50%	50%	50%
K	Percentage of students indicating satisfaction	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	70%	70%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY1999-2000 and FY 2000-2001.

4. (KEY) To provide academic counseling and career development services.

Strategic Link: This objective is linked to strategic Objective 5.2 of the Strategic Plan Fall which addresses provision of support services to students..

Louisiana: Vision 2020 Link: This operational objective is supportive of Goal One, Objective 1..5 and 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Percentage of population receiving academic counseling	Not applicable <sup>1</sup>	Not applicable	70%	70%	70%	70%
K	Percentage of population receiving career development services	Not applicable <sup>1</sup>	Not applicable	30%	30%	30%	30%
S	Number of counseling and career development programs developed	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	4	4

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY1999-2000 and FY 2000-2001.

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: SOUTH LOUISIANA COMMUNITY COLLEGE			
PERFORMANCE INDICATOR	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category <sup>1</sup>	Not applicable	Two Year I	Not available <sup>1</sup>
Admissions Criteria <sup>2</sup>	Not applicable	No	No
Student headcount <sup>3</sup>	Not applicable	632	769
Student full time equivalent (FTE) <sup>4</sup>	97	348	Not available <sup>1</sup>
Degrees/award conferred <sup>5</sup>	Not applicable	Not applicable <sup>5</sup>	Not available <sup>1</sup>
State dollars per FTE <sup>6</sup>	Not applicable	\$3,903	Not available <sup>1</sup>
Percentage of SREB benchmark <sup>7</sup>	Not applicable	94.5	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	Not applicable	1,090	1,350
Percentage of SREB benchmark (resident) <sup>8b</sup>	Not applicable	94.0	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	Not applicable	3,240	3,500
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	Not applicable	72.3	Not available <sup>1</sup>
Mean ACT score <sup>10</sup>	Not applicable	15.5	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	Not applicable	Not applicable <sup>11</sup>	41.6
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	Not applicable	Not applicable <sup>12</sup>	59.1
Program Accreditation Rate <sup>13</sup>	Not applicable	Not available <sup>13</sup>	Not available <sup>1</sup>
Three/six year graduation rate <sup>14</sup>	Not applicable	Not applicable <sup>14</sup>	Not available <sup>1</sup>
Ten-year graduation rate <sup>15</sup>	Not applicable	Not applicable <sup>15</sup>	Not available <sup>1</sup>
Number of Distance Learning Courses <sup>16</sup>	Not applicable <sup>16</sup>	0	0
Number of TOPS recipients <sup>17</sup>	3	7	14
ACT Level of Student Satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	4.17	Not available <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.



- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next. Not applicable indicates that no graduation occurred during this time period.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00 2000-01	08/24/00 11/30/00 08/24/00 10/19/00 12/05/00
13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00

		2000-01	11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **RIVER PARISHES COMMUNITY COLLEGE**

Program Authorization: Constitution of 1974, Article 8,

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: River Parishes Community College (RPCC) will be an active partner with the citizens, industries, and businesses of the river parishes to enhance educational opportunities for area residents. The college will deliver a comprehensive curriculum that is responsive to the needs of its communities and will obtain accreditation to award the Associate Degree. In addition, the college supports the goals of continuing education and provides programs for personal, professional and academic growth.

The goals of the River Parishes Community College are:

1. To provide lower division general education for students who intend to transfer into an upper division baccalaureate program.
2. To provide career and technical education programs that respond to the workforce needs of the service area.
3. To provide a developmental education program for under-prepared students.
4. To develop a continuing education program for the citizens of the RPCC service area.
5. To develop learning center resources that support the college's teaching and learning initiatives.
6. To establish a program of institutional effectiveness assessment that involves systematic, explicit and documented comparison of institutional performance to institutional purpose.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1. (SUPPORTING) To increase student transfers by 2.5% to other educational institutions.

Strategic Link: Goal I, Objective I.1

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of transfers	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	44	44
S	Percentage of students transferring	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	16.5%	16.5%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001..

2. (SUPPORTING) To develop 2 cross-enrollment agreements with neighboring 4 year college or university.

Strategic Link: Goal I, Objective I.2

Louisiana: Vision 2020 Link: Objectives 1.6 and 1.7

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of contacts made with neighboring 4 year schools	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	8	8
S	Number of institutions with which cross-enrollment agreements established	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	2	2

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001..

3. (SUPPORTING) To develop at least one certificate or 2-year occupational program for constituents in the river parishes by Fall 2002.

Strategic Link: Goal II, Objective II.1

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Number of programs developed	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	1	1
S	Number of programs approved	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	1	1

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001..



4. (KEY) To provide remedial and/or enrichment to all students by Fall 2001.

Strategic Link: Goal III, Objective III.1

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Number of students assessed	Not applicable <sup>1</sup>	Not applicable	165	165	275	275
K	Number of students placed in developmental courses	Not applicable <sup>1</sup>	Not applicable	61	61	75	75

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

5. (SUPPORTING) To offer 5 community education courses by Fall 2002.

Strategic Link: Goal IV. Objective IV.1

Louisiana: Vision 2020 Link: Objective 1.1

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L		PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
	PERFORMANCE INDICATOR NAME						
S	Number of continuing education courses offered	Not applicable <sup>1</sup>	Not applicable	9	9	5	5
S	Number of students enrolled in continuing education courses	Not applicable <sup>1</sup>	Not applicable	162	162	60	60

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

6. (SUPPORTING) To acquire a collection of library materials and resources to support the needs of a student population of 750 by June 2002.

Strategic Link: Goal V. Objective V.1

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
S	Number of titles acquired and catalogued	Not applicable	Not applicable	Not applicable	Not applicable	2,000	2,000
S	Percentage increase in library holdings/collection	Not applicable	Not applicable	Not applicable	Not applicable	100%	100%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001..

7. (SUPPORTING) To implement a Learning Assistance program by June 2002.

Strategic Link: Goal V, Objective V.2

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	STANDARD	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
S	Percentage of learning assistance program funded	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	25%	25%
S	Percentage of learning assistance program implemented	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	25%	25%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001..

8. (KEY) To expand financial assistance/scholarship programs from 16% to 34%.

Strategic Link: Goal VI. , Objective VI.1

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Number of student applicants	Not applicable <sup>1</sup>	Not applicable	70	70	180	180
S	Number of dollars set aside to support the program	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	\$145,000	\$145,000
K	Percentage of students who receive program support	Not applicable <sup>1</sup>	Not applicable	16.0%	16.0%	34.0%	34.0%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001.

9. (KEY) To complete 100% of the requirements to apply for SACS accreditation candidacy.

Strategic Link: Goal VIII, ObjectiveVIII.1

Louisiana: Vision 2020 Link: Objective 1.1, 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE	ACTUAL YEAREND	ACT 11 PERFORMANCE	EXISTING PERFORMANCE	AT CONTINUATION	AT RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Percentage of accreditation requirements complete for SACS accreditation candidacy	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	100%	100%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001..

10.(SUPPORTING) To develop a facilities master plan by fall 2001.

Strategic Link: This operational objective is essential toward obtaining strategic goal 10: To develop facilities to support a growing enrollment.

Louisiana: Vision 2020 Link: Objective 1.6

Children's Cabinet Link: Not applicable

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
S	Funding to produce a facilities master plan	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	50,000	50,000
S	Completed facilities master plan	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	1	1

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 1999-2000 and FY 2000-2001..

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: RIVER PARISHES COMMUNITY COLLEGE			
PERFORMANCE INDICATOR		ACTUAL FY 1999-00	ACTUAL FY 2000-01
SREB Category	<sup>1</sup>	Two Year I	Not available <sup>1</sup>
Admissions Criteria	<sup>2</sup>	No	No <sup>1</sup>
Student headcount	<sup>3</sup>	Not available	297
Student full time equivalent (FTE)	<sup>4</sup>	76	Not available <sup>1</sup>
Degrees/award conferred	<sup>5</sup>	Not applicable	Not available <sup>1</sup>
State dollars per FTE	<sup>6</sup>	\$3,903	Not available <sup>1</sup>
Percentage of SREB benchmark	<sup>7</sup>	94.5	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (resident)	<sup>8a</sup>	1,074	1,514
Percentage of SREB benchmark (resident)	<sup>8b</sup>	93	Not available <sup>1</sup>
Undergraduate mandatory attendance fees (nonresident)	<sup>9a</sup>	2,560	4,074
Percentage of SREB benchmark (nonresident)	<sup>9b</sup>	57.1	Not available <sup>1</sup>
Mean ACT score	<sup>10</sup>	16.2	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Campus level)	<sup>11</sup>	Not applicable	Not available <sup>1</sup>
Retention of first-time freshman from previous fall (Public post-secondary system level)	<sup>12</sup>	Not applicable	Not available <sup>1</sup>
Program Accreditation Rate	<sup>13</sup>	Not available	Not available <sup>1</sup>
Three/six year graduation rate	<sup>14</sup>	Not applicable	Not applicable <sup>1</sup>
10 year graduation rate	<sup>15</sup>	Not applicable	Not applicable <sup>1</sup>
Number of Distance Learning Courses	<sup>16</sup>	0	0
Number of TOPS recipients	<sup>17</sup>	2	16
ACT Level of Student Satisfaction	<sup>18</sup>	4.64	Not applicable <sup>1</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Two Year 1 - Institutions awarding associate degrees and offering college transfer courses; some certificates and diplomas may also be awarded.



- <sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.
- <sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter). It reflects unduplicated headcount and includes students who enroll for one course as well as students taking an overload.
- <sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.
- <sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.
- <sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data do include deferred maintenance for FY1997-98 through 1999-00. The data also include library and scientific equipment funds for FY1997-98 through 1999-00.
- <sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.
- <sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.
- <sup>9</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.
- <sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.
- <sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.
- <sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall.
- <sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.
- <sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs and six years for those in bachelor's degree programs. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.
- <sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

- <sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the academic year. No data collected in the years marked "Not Available".
- <sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- <sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- <sup>i</sup> Data available by June 30, 2001.

GPI-TREND SOURCE DOCUMENTATION			
GPI Item Number	Program	Year	Run Date
1	SREB Inst. Category	1996-97 1997-98 1998-99 1999-00 2000-01	12/01/00
2	PRP Survey	Fall 96 to Fall 00	11/29/00
3	SSPS LOAD	1996-97 1997-98 1998-99 1999-00 2000-01	10/06/00 10/06/00 03/30/00 10/04/00 12/05/00
4	BoR Finance / BRC-1A	1996-97 1997-98 1998-99 1999-00	08/31/00
5	GF Completers Degree Level/Residency	1996-97 1997-98 1998-99 1999-00	12/07/00
6&7	BoR Finance / COMP	1997 1998 1999 2000	12/18/00
8a & 8b / 9a & 9b	BoR Finance / Fees	1996-97 1997-98 1998-99 1999-00 2000-01	11/16/00
10	ACT Profiles Reports	1996-97 1997-98 1998-99 1999-00	Spring 1997 Spring 1998 Spring 1999 Spring 2000
11 & 12	SPEXFRHC	1996-97 1997-98 1998-99 1999-00	08/24/00 11/30/00 08/24/00 10/19/00

		2000-01	12/05/00
13	CRINACRS	1999-00 2000-01	11/29/00 11/29/00
14	IPEDSGRS	1997-98 1998-99 1999-00	11/30/00 11/30/00 11/30/00
15	JOHNRPT91	1996-97 1997-98 1998-99 1999-00	05/19/00 05/19/00 05/16/00 11/01/00
16	MADISTEDUC	1999 & 2000	12/01/00
17	CAO/TOPS/ACYR	1998-99 1999-00 2000-01	11/22/2000 11/22/2000 11/22/2000
18	ACT STUDENT OPINION SURVEY	1999-00	06/01/00

# **LOUISIANA TECHNICAL COLLEGE**

Program Authorization: Act 446 of 1970; Constitution of 1974, Article 8;

## **PROGRAM DESCRIPTION**

Role, Scope, and Mission Statement: The Louisiana Technical College (LTC) consists of 42 main campuses located throughout the state. The main mission of LTC remains workforce development. LTC provides affordable technical academic education needed to assist individuals in making informed and meaningful occupational choices to meet the labor demands of industry. Included in this mission is training, retraining, cross training and continuous upgrading of the state's workforce so that its citizens are employable at both entry and advanced levels.

The goals of Louisiana Technical College are:

1. To provide a credentialed, well-trained workforce to support the economic development in the state.
2. To afford all citizens the opportunity to prepare themselves for both present and future employment.
3. To provide lifelong learning opportunities.

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are accomplished during FY 2001-2002. Performance indicators have two parts: name and value. The indicator name describes what is measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicator values shown are for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year (the fiscal year of the budget document).

1.(KEY) To provide responsive, cost-effective occupational training by maintaining 11,895 students in placements from preparatory programs.

Strategic Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Louisiana: Vision 2020 Link: Objectives 1.7, 2.1, 2.2, 2.7, 3.1, 3.5, 3.6

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and to educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Explanatory Note: Student data is currently being analyzed by the staff of the Board of Supervisors of the LCTCS to ensure its validity which may result in updates to the data.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE STANDARD	EXISTING PERFORMANCE STANDARD	AT CONTINUATION BUDGET LEVEL	AT RECOMMENDED BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Total Preparatory placements	Not applicable <sup>1</sup>	11,804	11,895	11,895	11,895	11,895

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

2. (KEY) To provide skills training, including technical and applied academic course work, by maintaining 15,094 students who acquire marketable skills (completers).

Strategic Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Louisiana: Vision 2020 Link: Objectives 1.7, 2.1, 2.2, 2.7, 3.1, 3.5, and 3.6

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Explanatory Note: Student data is currently being analyzed by the staff of the Board of Supervisors of the LCTCS to ensure its validity which may result in updates to the data.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND	ACTUAL	ACT 11	EXISTING	AT	AT
		PERFORMANCE	YEAREND	PERFORMANCE	PERFORMANCE	CONTINUATION	RECOMMENDED
		STANDARD	PERFORMANCE	STANDARD	STANDARD	BUDGET LEVEL	BUDGET LEVEL
K		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
	Total number of completers	Not applicable	15,192	15,444	15,444	15,094	15,094

<sup>1</sup> A completer is a student who gets a degree, diploma, or certificate. (Note: A completer defined by the Council of Occupational Educations occurs when a 'student demonstrates skills needed to obtain employment although he/she may not actually physically receive a certificate.)

<sup>2</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

3. (KEY) Through the Pell Grant activity, to improve oversight of the technical college campus financial aid operations as measured by the number of students paid by Pell.

Strategic Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Louisiana: Vision 2020 Link: Objective 2.9

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Explanatory Note: FY 1999-00 is the first year the management of Pell grant programs is under the LCTCS Board. Numbers do not include community college.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Total amount of Pell Grants paid in LTC system	\$9,000,000	\$9,158,316	\$11,500,000	\$11,500,000	\$11,500,000	\$11,500,000
K	Number of students paid	Not applicable <sup>2</sup>	4,942	4,950	4,950	4,950	4,950

<sup>1</sup> The agency notes in LaPas, "The software program used this fiscal year to administer the Pell program does not capture this data."

<sup>2</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.



4. (KEY) Through the professional development activities, to increase the teacher certification process as measured by a 5% increase in the number of instructors who are elevated from temporary certification to permanent certification.

Strategic Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Louisiana: Vision 2020 Link: Objective 1.3

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Explanatory Note: FY 1999-00 is the first year the management of the teacher certification process is under the LCTCS Board.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	Percentage increase in the number of instructors completing certification for permanent status	Not applicable <sup>1</sup>	Not applicable	5.0%	5.0%	5.0%	5.0%
K	Number of instructors completing certification for permanent status	Not applicable <sup>1</sup>	Not applicable	58	58	58	58
K	Systemwide percent of instructors who are permanently certified	Not applicable <sup>1</sup>	Not applicable	63.00%	63.00%	74.00%	74.00%

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999; therefore, it has no performance standard for FY 1999-2000.

5. (KEY) To provide life-long learning opportunities for offering developmental programs leading to the enhancement of an individual's ability in fundamental reading, writing, communication and numeric skills.

Strategic Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Louisiana: Vision 2020 Link: Objective 1.1, 1.4, 1.6

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Explanatory Note: Student data is currently being analyzed by the staff of the Board of Supervisors of the LCTCS to ensure its validity which may result in updates to the data.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD	ACTUAL YEAREND PERFORMANCE	ACT 11 PERFORMANCE STANDARD	EXISTING PERFORMANCE STANDARD	AT CONTINUATION BUDGET LEVEL	AT RECOMMENDED BUDGET LEVEL
		FY 1999-2000	FY 1999-2000	FY 2000-2001	FY 2000-2001	FY 2001-2002	FY 2001-2002
K	Percentage increase in the number of students participating in GED preparation classes	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	2%	2%
S	Total number of students participating in GED Preparation classes (FTE)	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	951	951
K	Percentage increase in the number of students enrolled in Basic Skills/Development Studies	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	2%	2%
S	Total Number of students enrolled in Basic Skills/Developmental Studies (FTE)	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	395	395

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 199-2000 and FY 2000-2001.

6. (KEY) To provide a workforce development framework for business diversification by responding to the need for new and emerging technology in management information systems and telecommunications infrastructure.

Strategic Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Louisiana: Vision 2020 Link: Objective 2.1, 2.4, 2.5, 2.7, and 2.14

Children's Cabinet Link: This agency's goal is to provide effective and efficient management of the campuses within the College, and to educate and prepare Louisiana citizens for workforce success, prosperity and an improvement of quality of life.

Other Link(s): The Board of Supervisors for Louisiana Community and Technical College System (LCTCS) goal is to provide effective and efficient management of the colleges within the system through policy making/oversight and the educate and prepare Louisiana citizens for workforce success, prosperity and improvement of quality of life.

Explanatory Note: Student data is currently being analyzed by the staff of the Board of Supervisors of the LCTCS to ensure its validity which may result in updates to than data.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 1999-2000	ACTUAL YEAREND PERFORMANCE FY 1999-2000	ACT 11 PERFORMANCE STANDARD FY 2000-2001	EXISTING PERFORMANCE STANDARD FY 2000-2001	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2001-2002
K	To implement new regional technical training academics	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	4	4
K	To implement new local technical training academics	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	Not applicable	19	19

<sup>1</sup> This performance indicator did not appear under Act 10 of 1999 or Act 11 of 2000; therefore, it has no performance standards for FY 199-2000 and FY 2000-2001.